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ABSTRACT

In an effort to provide consistency in office practice/procedures course titles and content, a study was conducted in Wyoming that found that at least 40 Wyoming high schools (55 percent) offer office practice, office procedures, or a similar class. Wyoming junior/community colleges provided information showing that four junior/community colleges (57 percent) offer an office practice procedures course. From information provided by 21 high schools, 4 junior/community colleges, and 22 curriculum guides from states in the United States, an outline of an office administrative systems course was compiled. Fifty-seven concepts and skills described as "most commonly offered" or "useful" when time permits are listed. A list of over 80 office procedures are listed in the areas of reception and receiving, mail, information processing, duplicating and reprographics, filing and retrieving, calculating and recordkeeping, communications and telecommunications, human relations, professional manners and appearance, administrative support/management functions, careers and job support, and simulations and model office procedures. Care was taken so that the categories of competencies would reflect actual competencies included in the course outline. (The competency list and frequency-rating scale are included in this report.) (KC)

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OFFICE PRACTICE/PROCEDURES COURSE TITLES AND CONTENT IN THE STATE OF WYOMING AND SELECTED STATES

A study by

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U.S. DEPARTMENT OF EDUCATION
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OFFICE PRACTICE/PROCEDURES COURSE TITLES AND CONTENT IN THE STATE OF WYOMING AND SELECTED STATES

INTRODUCTION

The Task Force that critiqued the Needs Assessment for Business and Office Education document (1990) recommended that there be consistency in course titles and content, especially in office practice, office procedures or similar courses. This study was undertaken to determine the titles and content of courses of this nature in the State of Wyoming. Course offerings from 73 high schools and 7 junior/community colleges were included. Funding for this study was provided by a Federal Perkins Vocational Education Grant from the Wyoming Department of Education received by Dr. Lydia Kercher and Dr. Olive Church.

PROCEDURES

Courses included in this study had titles of office practice, office procedures, or something similar. The major stipulation was that the course be a "capstone" course--including a unit on several business areas, i.e. mail handling, information processing, human relations, office machines, career exploration (to name only a few). A course offering only word processing was not included. Another stipulation was that some type of simulation exercise be required in the course. Simulations could be filing kits or office calculating, office simulation projects and packets, work-experience programs or full-scale model office simulations.

Information for this study was obtained from high schools and junior/community colleges. A letter was sent to a teacher in all state business education programs requesting a class outline and list of competencies. If no response was received, a telephone* follow-up request was made. Schools were contacted for names of teachers teaching the course. If we were unable to contact a school, contact names were randomly selected from the program unit listed in the Business and Office State Directory.

RESPONSE

High Schools

Based on 73 high schools in Wyoming (this includes 2 career centers) the following response and information were received:

	Number	Percentage
Contacted	59	81%
Unable to contact	14	19%
Offer office practice/procedures	40	55%
Course not offered	19	26%
Unable to contact	14	19%

Based on 40 schools who reported offering this course, the following response was received:

	Number	Percentage
Course outlines provided	21	52.5%
Unable to provide information	19	47.5%

*Telephone contact was made in June after schools had dismissed.

Some teachers were in the process of making course revisions so could not provide an outline for this study. Other reasons were unable to contact, on vacation, not presently offering course, etc.

Junior/Community Colleges

Response and information provided by the seven junior/community colleges in Wyoming resulted in the following:

	Number	Percentage
Contacted	7	100%
Offer office practice/procedures	4	57%
Course not offered	3	43%

Based on four junior/community colleges who reported offering this course, the following results were received:

	Number	Percentage
Provided information	4	100%

HIGH SCHOOL INFORMATION

Twenty-one Wyoming high schools provided information. The following is a listing of the office practice/procedures class titles with frequency of occurrence offered by these schools:

Course Title	Freq.
Office Procedures	5
Office Practice	5
Cooperative Business Education	2
Advanced Office Machines/Independent Office Skills	1
Business Management and Office Procedures	1
Business Skills	1
Office Technology	1

Some schools offer office practice/procedures courses that appear to be independent of each other. The titles of these courses are:

Clerical Office Practice---Office Simulation
Business Office Procedures---Introd. to Office Training
Office Procedures---Model Office

Information provided by the high schools was compiled with the units and subunits listed along with frequency of occurrence.

Compiled Data on Course Content from Wyoming High Schools

Introduction	Freq.
Technology (implications in office work)	4
Responsibility of citizenship (civic, social & moral)	2
Business organization, practices and procedures	1
Profit-making aspect of business	1
Basic Skills	
Language usage (spelling, grammar, punctuation, vocabulary)	8
Communication (oral/written/nonverbal, listening, & job success)	6
Computation (add/subtract/multiply/divide, percentages, metric system)	7
Reading/composition (articles, letters, graphs/charts	4
Penmanship (writing legibly, reading illegible)	3
Reference material (phone book--white and yellow pages, dictionary, company directory)	8
Human and Public Relations	
Human relations	5
Attitudes (friendliness, consideration, courtesy, self-knowledge, self-confidence & job success)	9
Interpersonal (co-workers and job success)	7
Public relations	
Telephone (incoming/outgoing, messages & follow-through, scheduling appointments)	15
Telephone equipment/switchboard	2
Teledramas	1
Meeting the public	7

Mail

Mail handling and shipping	
Incoming and outgoing (sorting, routing, machines)	12
Classes (1st, 2nd, 3rd, 4th--cost)	7
Special services (special delivery, registered, certified, return rec. requested, insured--cost)	3

Information Processing

Mailable document production (letters/envelopes, memos, manuscripts, reports, press releases, tables, legal documents, agendas, telegrams)	10
Word processing (dedicated to advanced functions--graphics, desk-top publishing)	14
Typing (basic to advanced-function typewriters, operative parts, mailable documents, business forms)	12
Dictation/transcription (procedures, equipment)	9
Shorthand	2
Office supplies	1
Data processing	7
Database applications	2
Spreadsheet	1

Records Management

Filing (alphabetic/numeric/subject/geographic, procedures, manual/computer, equipment and supplies)	15
Simulations	2
Records management (retention/disposal & centralized/decentralized files)	7
Micrographics	4

Record Keeping

Electronic office machines (use and care of equipment)	4
Ten-key calculator (skill and operative parts)	15
Reprographics (duplicating processes)	6
Procedures	
Business transactions (invoices, accounts receivable/payable, purchase orders, petty cash)	11
Payroll (W-2/W-4 forms, net pay, reports)	4
Banking (check writing/recording, statement reconciliation, services available)	4

Telecommunications

Telephone systems and services (telegraph, teletype, PBX, mobile phone, conference calls, facsimile, electronic mail)	5
Telecommunications	1

Professionalism

Habits (accuracy, speed, neatness, dependability, productivity, office etiquette, and ethics)	9
Grooming and appearance	5

Administrative Support/Management Functions

Responsibilities (set priorities/goals, organize work station, maintain calendar, use supplies efficiently, understand work flow, follow oral/written directions)	12
Management (problem solving/decision making, leadership, research/data gathering)	8
Travel arrangements (itinerary, expense report & procedures)	2
Meetings/conferences (organization process)	2

Careers

Opportunities (library research, sources for job openings, job requirements/benefits, evaluate opportunities)	11
Job Search (inquiry, application, resume, interview, employment test, exiting job)	9

Job Training

Simulation projects/packets	12
Work-experience program	3
Model office (full-scale interactive office with work-flow and real supervision)	1

JUNIOR/COMMUNITY COLLEGE INFORMATION

Of the seven junior/community colleges in the State of Wyoming, four offer an office practice/procedures type of class with varying course titles--Office Procedures (2), Office Administration and Procedures (1), and Office Systems and Procedures (1). The following is the compiled data provided by these junior/community colleges.

Compiled Course Content Data from Junior/Community Colleges

Introduction	Freq.
Technology (office equipment use and planning)	1
Reference materials	1
Basic Skills	
Language usage (punctuation, grammar and spelling)	1
Communication (written, oral and mechanical media)	2
Reading/composition (letters, memos, reports and current office practice literature)	2
Human and Public Relations	
Human relations (problems and office team)	1
Public relations	
Telephone (techniques, etiquette, and messages)	2
Meeting the public (appointment scheduling)	1
Mail	
Mail and shipping	
Incoming and outgoing	1
U.S. and foreign service and regulations	1
Information Processing	
Mailable document production (letters/memos/reports/manuscripts/documents, paragraphing and proofreading)	2
Computers	2
Word processing	1
Typing (office-style and manuscripts)	1
Machine transcription (procedures and operating manual)	1

Records Management

Filing (procedures and different systems)	2
Records management (procedures, technology and systems)	1

Record Keeping

Office machines	
Reprographics (procedures and operator's manual)	2
Procedures	
Financial assistance (payroll and tax forms)	1
Requisitioning supplies	1

Telecommunications

Telecommunications	1

Professionalism

Self-improvement	1

Administrative Support/Management Functions

Responsibilities (time management, work organization, cost reduction)	2
Management (problem solving/decision making, supervision, leadership and library research)	3
Travel arrangements (timetables/schedules, reservations, and itinerary)	2
Meetings/conferences (planning steps)	1

Careers

Opportunities and career planning	1
Job search (application, cover letter, resume, interview and placement center)	2

Job Training

Projects, kits and exercises	2
Work experience	1

RECOMMENDATIONS AND COMPILED RESULTS

The following is a compiled office practice/procedures course outline with competencies. It is based on information provided by 21 Wyoming high schools, 4 junior/community colleges in Wyoming, and curriculum guides from 22 selected states in the U.S. The recommended title "Office Administrative Systems" was selected to reflect technological changes in modern offices and the expanding role of office workers. The frequency of occurrence had to be at least six in order to be listed as "most commonly offered."

Office Administrative Systems

The compiled Office Administrative Systems course outline contains "most commonly offered" units with competencies and competencies regarded as "useful" when time permits.

I. **Useful** concepts for course introduction:

- A. Discuss the implications of technology and its effects on the office worker.
- B. Differentiate between sole proprietorship, partnership and corporation in the areas of organization, privileges and responsibilities.
- C. Draw inferences about the profit making aspect of business.
- D. Show understanding of civic, social and moral responsibilities in a private, competitive enterprise system.

II. **Most commonly offered** basic skills associated with successful employment and/or postsecondary training:

- A. Demonstrate language usage skills of spelling, grammar, punctuation, word usage, capitalization, word division and business terminology.
- B. Show oral, written, nonverbal and listening communication skills.
- C. Calculate business math in the areas of addition, subtraction, multiplication, division, and percentages.

D. Use reference materials such as phone book (yellow & white pages), dictionary, manuals (office reference, office machines, postal service, etc.) and company directory.

Useful:

E. Read and compose articles, correspondence, reports, graphs and charts.
F. Write legibly and decipher illegible writing.
G. Discuss metric system conversions.

III. **Most commonly offered** human and public relations skills and concepts for success in an office environment:

A. Role play to show the importance of attitudes including friendliness, consideration, courtesy, self-knowledge and self-confidence.
B. Simulate interpersonal skills with co-workers, superiors and customers (include criticism and stress situations).
C. Demonstrate ability to handle telephone responsibilities including incoming/outgoing calls, receiving/giving information, follow-through processes and scheduling appointments.
D. Show competency in meeting the public in the areas of receiving visitors, making introductions and unscheduled visitors.

Useful:

E. Simulate telephone responsibilities and abilities with teledramas.

IV. **Most commonly offered** concepts and skills involved with mail handling and shipping:

A. Describe sorting, routing and machines involved in incoming and outgoing mail.
B. Differentiate between first-, second-, third- and fourth-class mail.
C. Emphasize special services for mail--express, special delivery, certified, return receipt, insured, and registered.

Useful:

D. Use Postal Service Manual to locate international mail regulations and procedures.

V. **Most commonly offered** concepts and skills related to information processing:

A. Create mailable documents (letters/envelopes, memos, manuscripts, reports, press releases, tables, legal documents, agendas, telegrams) emphasizing production speeds and the ability to edit and proofread.
B. Operate word processing equipment (can range from dedicated word processor to advanced computer software programs like graphics and desk-top publishing) which includes retrieving, storing and printing documents.
C. Transcribe machine dictation.
D. Type mailable documents and business forms (using basic to advanced-function hardware), name operating parts of machine, and develop speed through technique and drills.
E. Demonstrate data processing skill in the area of database and spreadsheet applications.

Useful:

F. Take live dictation (efficient procedures, materials, and organization).
G. Describe ordering process, use and arrangement of office supplies.

VI. **Most commonly offered** concepts and skills pertaining to records management:

A. List equipment and supplies necessary for a filing system.
B. Create and use manual and computerized systems for alphabetic, numeric, subject and geographic filing.
C. Discuss the procedure for transfer, retention and disposal of records.

Useful:

D. Differentiate between centralized and decentralized files.
E. Simulate filing applications in the office environment.
F. Discuss the advantage of micrographics and the equipment and procedures involved.

VII. **Most commonly offered** concepts and skills for effective record keeping:

Using office machines:

A. Use the touch system on the ten-key calculator (or computer) for business applications and identify its operating parts.

B. Produce quality copies using the appropriate reprographic process for various tasks.

Procedures:

C. Demonstrate the procedures for business transactions--invoices, accounts receivable/payable, purchase orders and petty cash.
D. Simulate money handling processes.
E. Defend the need for care of office machines and relate the procedures.

Useful:

F. Show proficiency at personal banking (check writing/recording and statement reconciliation).
G. Compare personal banking to business banking and discuss services offered by banks.
H. Identify procedures for computing net pay and for completing W-2/W-4 forms and reports.

VIII. **Most commonly offered** concepts and skills associated with telecommunications:

A. Describe telephone systems and services including telegraph, teletype, PBX, mobile phone, conference calls, facsimile and message/answering services.
B. Discuss telecommunication systems--electronic mail, networking, data communication systems and the means of transmittal.

IX. **Most commonly offered** concepts and skills related to professionalism:

A. Select habits that contribute to job success (should include accuracy, speed, neatness, dependability, productivity, office etiquette, teamwork and ethics).
B. Defend the importance of grooming and appearance.

X. **Most commonly offered** concepts and skills correlated with administrative support and management functions:

A. Discuss the importance of setting priorities and goals, organizing work stations, maintaining a calendar, using supplies efficiently, understanding work flow and following oral/written directions as they relate to meeting responsibilities.
B. Simulate the management functions of leadership, research/data gathering and problem solving/decision making.

Useful:

C. Clarify the procedure for travel arrangements including reservations, itinerary and expense reports.
D. Identify the process for organizing meetings and conferences.

XI. **Most commonly offered** concepts and skills for job selection:

A. List some of the possible sources for finding job openings.
B. Discuss awareness of job requirements and benefits and the steps involved in evaluating job opportunities.
C. Simulate job search processes of inquiry letter, application letter/form, resume, interview, employment tests, and follow-up procedures/letters.

Useful:

D. Give the process for job market research.
E. Describe the appropriate procedure for exiting a job.

XII. **Most commonly offered** practice for employment success:

A. Simulate clerical positions through the use of projects or packets.

Useful:

B. Experience actual on-the-job work experience.
C. Interact in a full-scale model office.

SUMMARY

In an effort to provide consistency to office practice/procedures course titles and content, a study was conducted at the University of Wyoming which indicates that at least 40 Wyoming high schools (55%) offer office practice, office procedures or a similar class. Wyoming junior/community colleges provided information showing that 4 junior/community colleges (57%) offer an office practice/procedures course. From information provided by 21 high schools, 4 junior/community colleges and 22 curriculum guides from states in the U.S., a compiled "capstone" course outline titled Office Administrative Systems is presented. Competencies rated "most commonly offered" and "useful" when time permits are listed. The length of the course would determine how many competencies would be covered.

NOTE: Care was taken so that the categories of competencies would reflect actual competencies included in the course outlines.

What's in a Name is a compilation of office procedures competencies from 22 state curriculum guides. The authors are seeking to publish the article so please do not reproduce it in any form.

WHAT'S IN A NAME?

by

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WHAT'S IN A NAME?

What has happened to the class once known as Office Practice? or even Office Procedures? Has it disappeared or is it merely disguised under other names?

With much attention in the literature, at conferences, and elsewhere focusing on computer applications, we were curious about whether traditional office procedures topics are still being addressed in business education. If not, we wondered, how will our program completers know what to do when they go to work in offices, how to proceed, and what to expect?

Football Weekend Workshop

To answer these questions and many more--such as the content of this and similar capstone courses--the business education faculty at The University of Wyoming conducted a curriculum workshop with a related research component. Course objectives included the integration of such issues as how to deal with handicapped and at-risk students along with how to integrate math, communications, and the technology.

Funded under the Carl Perkins Act, outstanding consultants visited the UW campus over this three-weekend course which, incidentally, coincided with Wyoming Cowboy football games. Inservice and preservice teachers participated with the faculty, who also considered ourselves to be learners.

Out-of-town consultants were Tommie Butler, Arkansas supervisor of business and marketing education; high school teachers Cheryl Heinzerling and Jeanne Mayer from Denver's Fred Thomas Career Center and Jan Troudt-Felton from Cheyenne; and community college instructor Jean Jillson, from Laramie, Wyoming.

Data were gathered in the form of curriculum guidelines from 22 states as well as articles from journals and abstracts from database searches. Over the duration of the workshop, student participants perused the data collected along with the many materials provided from the consultants and instructors. Then they developed and demonstrated activities and strategies to be used in classroom settings designed to provide office practice and procedural instruction.

Impact of Education Standards on Business Electives

Issues and challenges that have emerged from the 1980's educational reform movements suggested that mere titles of classes, even units found in curriculum guides, would not tell the true tale of what has happened with the office procedures curriculum.

For example, most states and school districts throughout the country have raised graduation standards, so that of the 16 Carnegie units often cited in the past, 12 or more are likely to be required courses taken from math, science, social studies, and English. Some states and districts, such as in Arkansas, Butler says, have raised requirements to 20 or even 23 Carnegie units. Even with seven to eight electives, though, business programs still compete with plenty of other enticing classes.

Class Titles

In an effort to upgrade class titles to make them more current--even mysterious perhaps--and thus attractive to students, a variety of new names appear. Data found in Table I illustrates the diversity of course titles, which includes the traditional name of Office Practice.

TABLE I

WHAT'S IN A NAME? - CLASS TITLES

Rank Order	Class Title	No.	%
1	Office Practice	8	36.4
2	Business Office Procedures	5	22.7
3	Business Systems & Procedures	2	9.1
4	Business Applications	1	4.5
4	Mini Business	1	4.5
4	Model Office	1	4.5
4	Office Job Training	1	4.5
4	Office Technology Lab (OTL)	1	4.5
4	Secretarial Procedures	1	4.5
4	Secretarial Training	1	4.5

n = 22 (state curriculum guides and related materials)

What's Under A Name?

Using the premise of what happens or might happen in an office from the time the doors open for business, workshop participants sketched out a proposed outline of what might be reasonable to

expect in the capstone course of office practice/procedures. Our original outline looked like the following:

Receptionist, receiving
Mail, incoming and outgoing
Information processing
Duplicating, reprographics
Filing and retrieving
Calculating, recordkeeping
Communications, Human relations
Telecommunications, telemarketing
Professional manners and appearance
Administrative support functions
Careers, the job search

Findings and Recommendations

The numerous ways to name a unit and the sub-topics under each unit from these 22 states ran into a document of 33 pages! Too unwieldy--that was our initial and continuing reaction. How could we design curriculum guidelines or even make recommendations with so many different options? We couldn't even tell at first what was similar or what was different from something else.

The summary of data that emerged, however, was more manageable, and is presented in the charts that follow. The frequency of topic titles again appears in rank order. Totals do not appear, though, since some state guidelines were more comprehensive and detailed in unit content than were others.

Some of the differences that occurred--from our hypothetical outline and the reality--were:

1. Both the Denver school and the Arkansas curriculum include entrepreneurship in the capstone course. In Arkansas, however, that's another class altogether, entitled "Junior Executive Training" (JET). In Denver's Fred Thomas Career Center, students work in teams or departments of accounting, management, finance, and computer applications, and develop a full-fledged business plan for the business of their choice. The final report is prepared on computer, using programs of word processing, spreadsheet, database, graphics, and desktop publishing--an integrated approach.

2. None of the 22 state curriculum guides had included telemarketing--possibly because this unit topic would instead be addressed in the marketing curriculum.

Telemarketing, entrepreneurship, and economics. Since telemarketers use the telephone, telephone procedures, and telephone etiquette, we wondered whether telemarketing should in fact be addressed in the office procedures course. Some telemarketers also use the computer to retrieve and work with client accounts in addition to taking orders and answering inquiries.

The New York State curriculum offers a course called "Business Analysis/Computer Applications." Although not used in this study, since the course did not seem to address office procedures, the idea of covering basic business topics before putting students to work on computer applications seems like a sound idea.

Recommendations. Further study and discussion is needed to determine whether telemarketing should be included in this office capstone class and, if so, to what extent. It occurred to us, for instance, that adding the skills of order taking, query answering, and even selling, would help to ensure that students comprehend the rudiments of business, economics and entrepreneurship; that is, the need for generating revenues, the concepts of effective human and public relations in selling, and the competition and profit factors.

It is the considered consensus of workshop participants that both technological and humanistic topics must be covered for business program completers to understand and be comfortable with the operations of an office and the demands made of office workers.

Without the integration of basic skills (math and communications) and technology (electronic applications) within the context of office procedures and practices, new office hirees will be lost.

In order for them to be able to get and keep a job and advance, they need humanistic and managerial knowledge. They also need the opportunity to practice--through classroom activities that allow for interpersonal interaction.

Office practice/procedures may come in a variety of cloaks and contain so many different unit names as to be absurd, but we must ensure that names clearly describe content. And content and activities should lead to employability and advancement in business.

SUMMARY CHART OF OFFICE PROCEDURES UNITS FROM 22 STATES

Unit Title and Content	Frequency
Reception and Receiving	
Receptioning	1
Receiving visitors	1
Scheduling appointments	1
Ordering supplies	1
(Telephone procedures--see Telecommunications)	
(See also Communications and Human Relations)	
Mail	
Mail handling--procedures and techniques	13
Special postal services and classes of mail	13
Processing incoming and outgoing mail	7
Electronic mail	5
International mail regulations and procedures	2
Maintain current mailing lists	1
Use available resource materials	1
Information Processing	
Producing mailable documents--letters, memos	18
Producing mailable documents--reports, other	18
Application of word processing procedures	9
Dictation and machine transcription	7
Proofreading and editing	7
Spreadsheets	7
Database applications	6
Keyboarding (functions, posture, techniques)	6
Speed and accuracy	6
Skill development, techniques, drills	6
Information processing concepts	4
Graphics	4
Equipment	4
Desktop publishing	3
Advanced word processing functions	3
Retrieving, storing, printing	3
Information processing subsystems & technologies optical character recognition, typesetting, teleconferencing, voice processing, networks	3
Production (work) measurement	2
Management information systems	1
Duplicating and Reprographics	
Reprographics systems, processes and procedures	9
Equipment and software	7
Micrographics	3

Filing and Retrieving

Filing systems and procedures	12
Electronic records management and maintenance	9
Records management	7
Paper-based records systems and maintenance	2
Supplies and equipment	2

Calculating, Recordkeeping

Computational skills	10
Ten-key pad skill, functions and applications	8
Cash payments and receipts procedures	7
Spreadsheets (see information processing)	7
Money handling	6
Machine maintenance and care	6
Petty cash	5
Payroll	4
Electronic office machines	4
Banking	3
Reports and statements	3
Microcomputer business applications	3
Business tax records and procedures	1
Establish and maintain a checkbook account	1
Technological trends of the future	1
Understand basic business and economic concepts	1

Communications

Basic business skills writing, speaking, reading, listening	27
Language usage skills spelling, grammar, punctuation, word usage, capitalization, numbers, word division, business terminology, paragraph development	26
Use reference materials	2
Nonverbal communications	1
Transmit and receive messages	1
Dictation procedures (see also Information Proc)	1
Use electronic systems (see also Telecomm)	1

Telecommunications

Telephone systems and services telephone techniques, message and answering services, modems and online databases	8
Telecommunication systems Electronic mail (see also Mail), facsimile, networking, data communication systems	7
Electronic home satellite communication	2
Integrated communications	1

Human Relations

- Interpersonal skills, personality, attitudes — 12
  courtesy, consideration, friendliness, punctuality, responsibilities, deadlines
- Human relations — 8
- Working with others — 8
  supervisors, coworkers, sexist/non-sexist relationships, stress management, coping, decision making/problem solving, sexual harassment, unpleasant coworkers/supervisor, conflict resolution
- Meeting the public (see also Reception) — 2

Professional Manners and Appearance

- Demonstrate professionalism — 18
  attendance, punctuality, dependability, positive self-image, cooperation, enthusiasm, honesty, flexibility, tact, sense of humor, initiative, safety conscious, teamwork and team projects (see also Human Relations)
- Grooming and appearance — 8
  appropriate dress, grooming, personal hygiene; job interviews, business occupations

Administrative Support/Management Functions

- Responsibilities and skills — 19
  organize work area, set goals and priorities, manage time and deadlines, handle criticism and stress (see Human Relations), follow written and oral instructions (see Communications)
- Management, decision-making, work with others — 17
  management and leadership styles, organization charts, job descriptions, work flow, efficient use of supplies, making equipment recommendations, feasibility studies, space and equipment organization
- Supervising and training — 5
- Travel arrangements — 5
- Meetings and conferences — 5
- Scheduling and calendaring — 4
  manual and electronic, appointments (see also Reception, Receiving)
- Researching and gathering data — 4

Careers, Job Search

Career opportunities and the job search application and query letters, resume, interview, job market research, follow-up procedures, employment test	21
Changing roles in jobs, flexibility, leadership	3

Simulations and Model Office Procedures

Simulation projects and packets legal, medical, receptionist, administrative (executive secretarial) support, word processing, general office, insurance, real estate	17
Externship (unpaid on-the-job assignments) shadowing, observations, work tasks, actual office assignments	3
Model Office (full-scale interactive office with work-flow, real supervision, etc.)	3